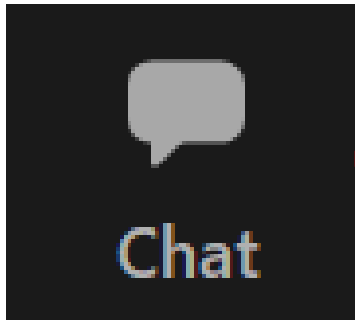




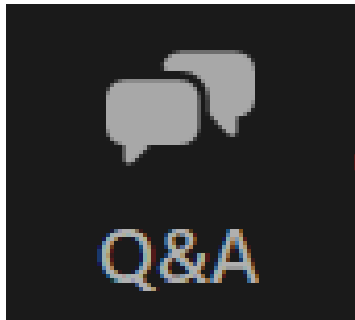
Mentoring LGBTQ+ Youth: Personal Actions (Ally as a Verb)

October 24, 2024
Nia Clark, MSW
Dr. Christian Rummell

Tips for Engagement



- Introduce yourself!
- Talk with one another
- Share resources
- Respond to presenters



- Ask the presenters questions
- Upvote questions you'd like to see answered


- **Live captions** available in the panel by clicking on the “**CC**” at the bottom of the screen

- Who is with us today?

- Type in the **Chat** to introduce yourself - name, organization, what do you hope to learn today?
- For all participants to see your message, change to “All panelists and attendees” in the Chat

*** This webinar is recorded, and will be sent out in one week with the slides.**





Mentoring **LGBTQ+** Youth: Personal Actions (Ally as a Verb)

Nia Clark, MSW
Dr. Christian Rummell

Collaborative Mentoring Webinar Series
October 2024

2024 CMWS: LGBTQ+ Series

This is the second part of a three-part series taking place over the course of 2024.

March 21 : Research and Policy (A Call to Action)

- Research on Lived Experiences
- Proposed laws
- A Commitment to Action

October 24: Personal Actions (Ally as a Verb) 1PM - 2:30PM EST

- Personal Tools to Being an LGBTQ+ Ally
- Relationship Tools:
 - Handling Critical Moments
 - Supporting Assets of PRIDE in LGBTQ+ Youth

November 20: Organizational Actions (Creating Inclusive and Affirming Programs) 1PM - 2:30PM EST

- Inclusive and Affirming Policies and Practices
- Steps for Organizational Change Toward Inclusion
- Resources and Actions

Session One: An Urgent Call to Action

Why This Matters

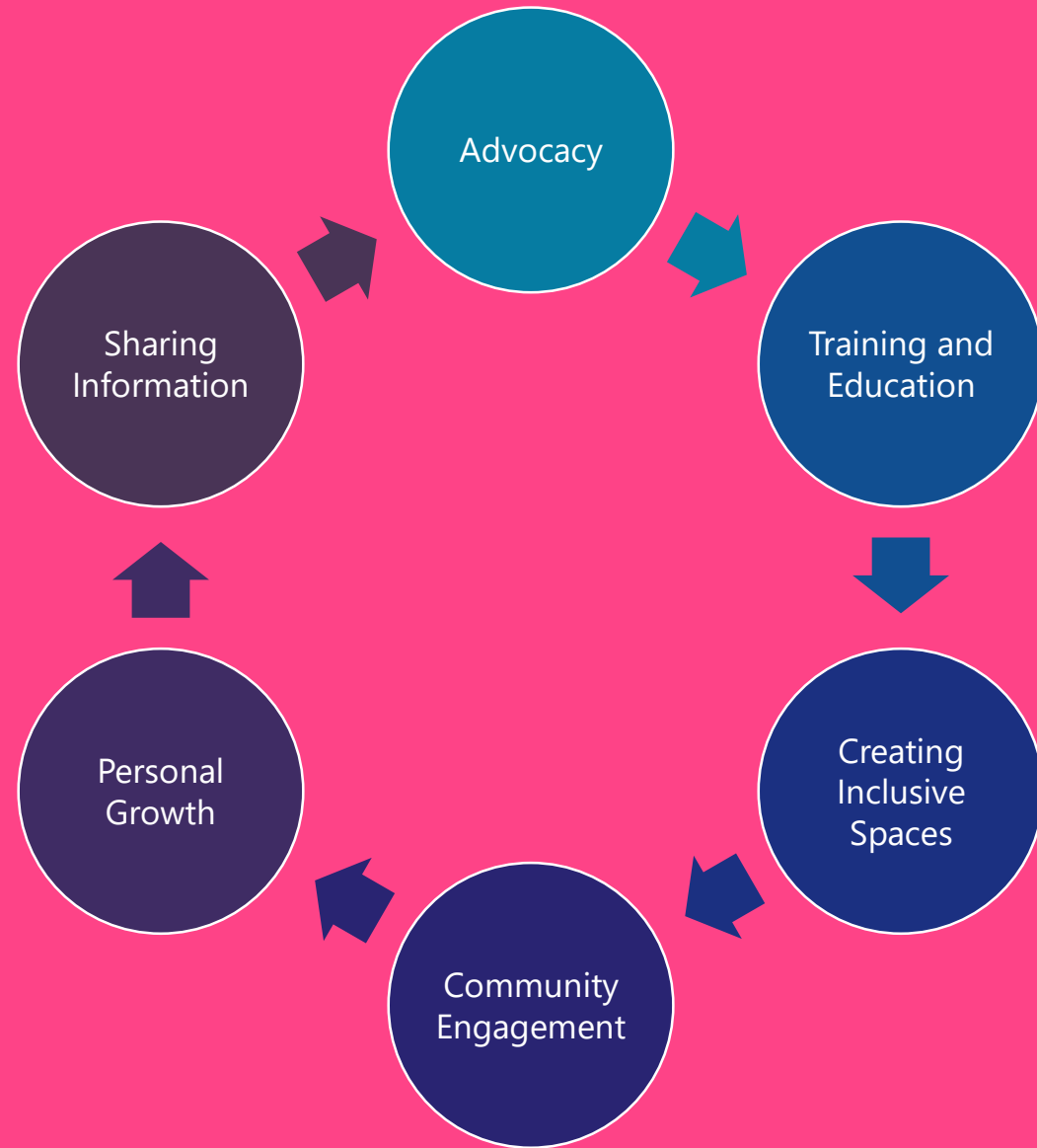
Research on the lived experiences of LGBTQ+ youth

- Demographics
- Identity
- Intersectionality
- Outcomes for youth in affirming versus rejecting homes, schools, communities

Anti-LGBT Legislation

- 530 bills across the US
- Bans on gender affirming care, bathroom bans, sports bans, don't say gay laws, LGBTQ erasure laws, pronoun refusal, forced outing laws, anti-drag laws

Call to Action: Your Response



Session Two: Personal Actions

01

CMWS Overview

Session One Highlights
Introductions

02

Ally as a Verb

- Vulnerability and Empathy as Starting Points
- (Actions) Handling Critical Moments
- (Intentions) Strengths-Based Relationships for LGBTQ+ Youth

03

Personal Actions and Next Steps

MENTIMETER ICEBREAKER



DIRECTIONS

1. Go to [menti.com](https://www.menti.com) on your phone, tablet, or computer
2. Enter Code: 6728 9424
3. Answer questions!



Welcome and Introductions

RESEARCH ON THE LIVED EXPERIENCE
OF LGBTQ+ YOUTH



LAWS AND POLICIES: A CALL TO ACTION



POSSIBILITIES



Developing Strengths-Based Relationships for LGBTQ+ Youth

RESILIENCE

IDENTITY

DEVELOPMENT

Dr. Christian Rummell

Research

- Principal Consultant, [Mentorist](#)
- Dissertation Scholar, Center for Interdisciplinary Mentoring Research at Portland State University
- Research expertise: LGBTQ youth homelessness, LGBTQ youth juvenile justice, LGBTQ youth mentoring

Training/Technical Assistance

- Director of Training and Technical Assistance, MENTOR
- Training Associate, National Mentoring Center at Education NW
- Training Specialist, Social Policy Research Associates
- Co-author of [LGBTQ youth supplement to Elements of Effective Practice](#)

Program Management

- Program Director, “I Have a Dream” Foundation--Oregon
- AmeriCorps Leader, Corporation for National and Community Service
- AmeriCorps Member, Dover Housing Authority

www.mentorist.org







Nia Clark, M.S.W.

Practitioner

- Mentoring Coordinator, LifeWorks/ Los Angeles LGBT Center
- Direct Care Counselor, Community Living Program, MA
- Activities Coordinator, The Home for Little Wanderers

Trainer

- Foster/Congregate Care
- LGBTQ Competency
- Mentoring
- Therapeutic Crisis Intervention (TCI)
- Trauma-Informed Care (TIC)
- Restorative Justice
- DEI/JEDI

Consultant

- Big Brothers Big Sisters of America
- Human Rights Campaign Foundation
- Consulting Producer- MTV Documentary Film, *Transformation*
- University of Nebraska - Lincoln

Nia's Story





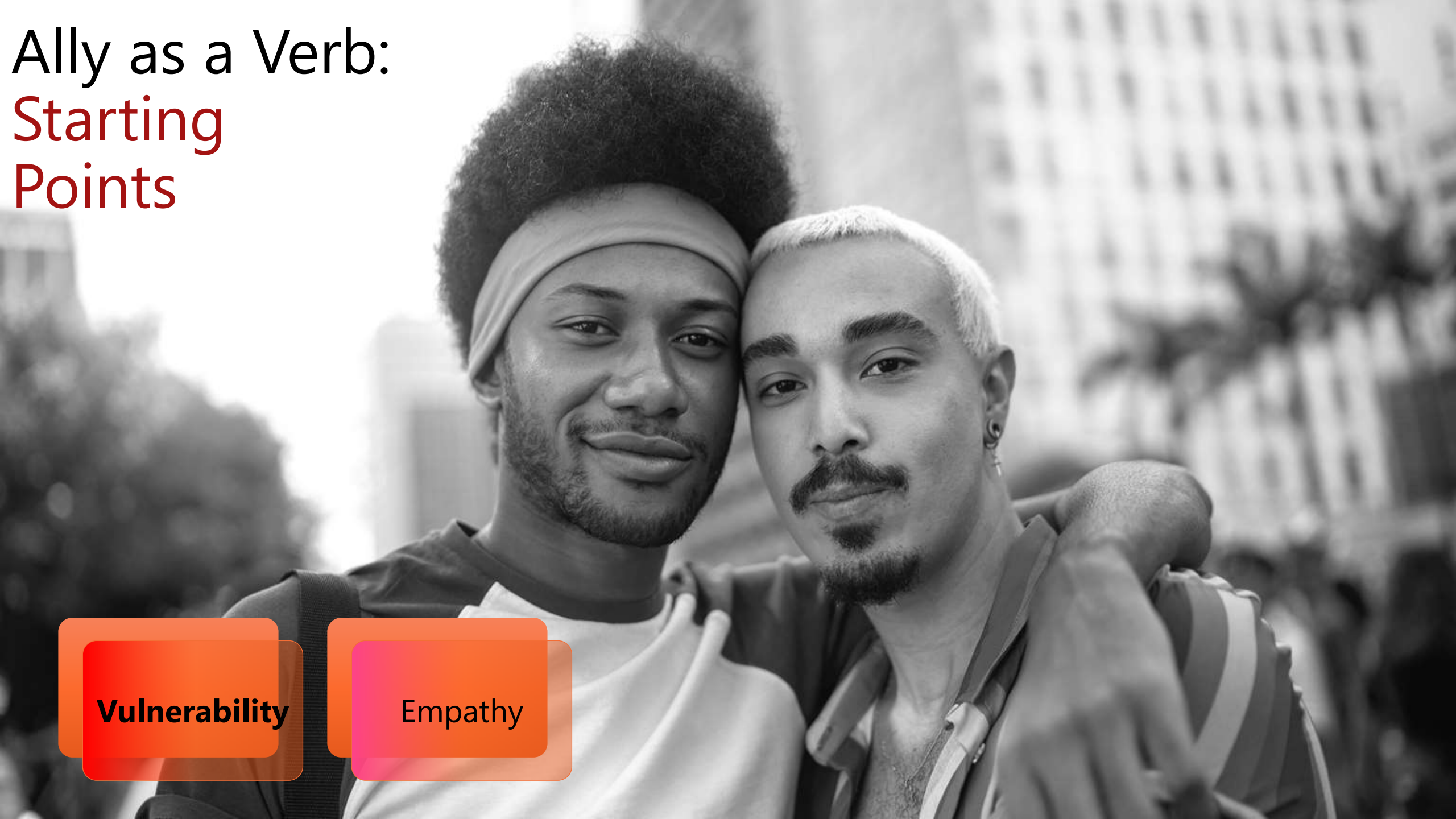
Starting Points

What did you hear in our stories?

What did it mean to you to hear our stories?

What do each of us possess in our lived experiences to create a practice of being an ally to LGBTQ+ young people?

Ally as a Verb: Starting Points



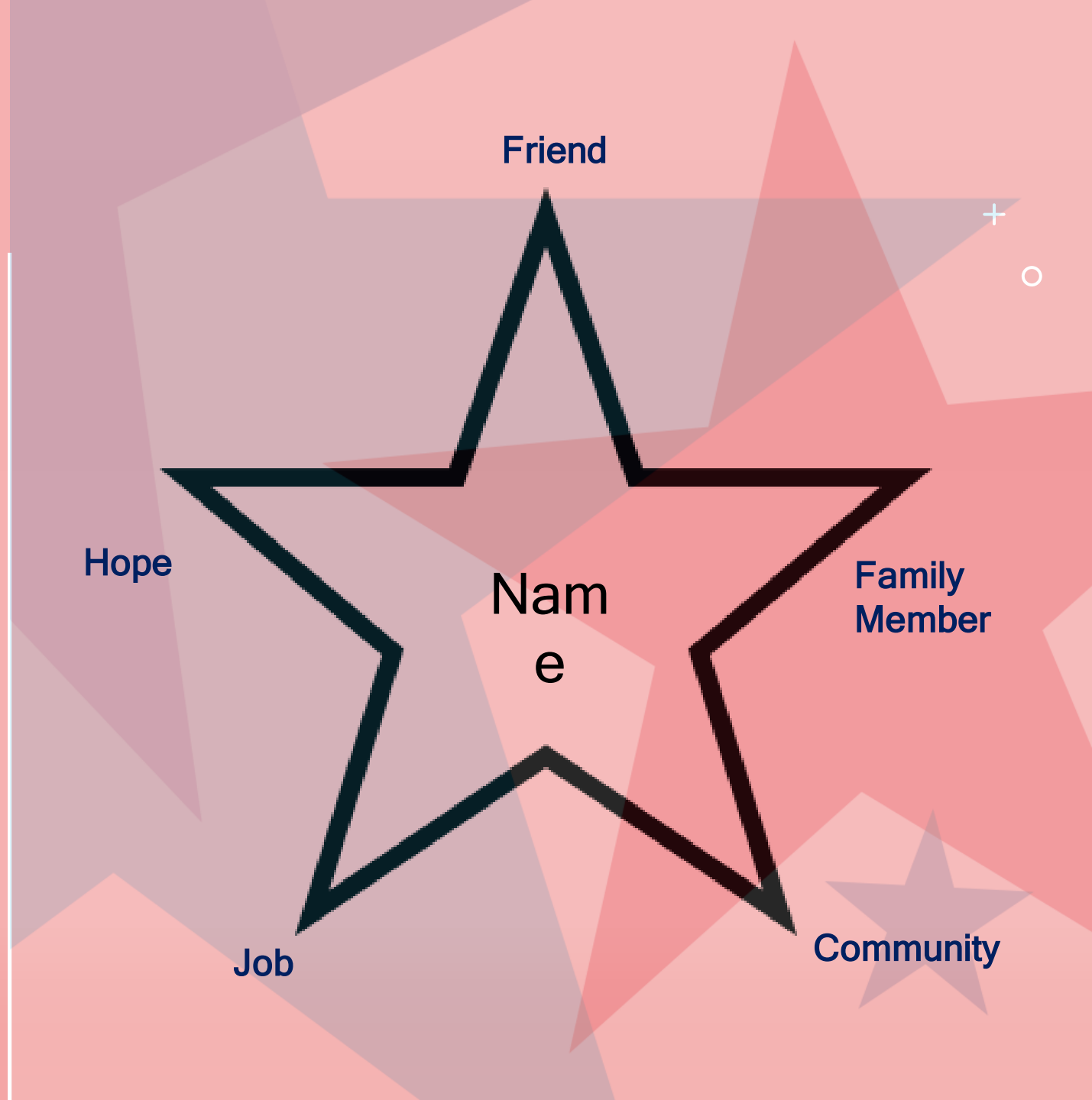
Vulnerability

Empathy

COMING OUT STARS

Choose Your Star's Color:

- Blue
- Orange
- Red
- Purple



Coming Out Stars

01

Could you describe your experience with this activity? How did it make you feel?

02

What did you learn about yourself during this activity? Why do you think you felt this way?

03

What does this activity hold to support your work with young people?



Ally as a Verb: Starting Points



Actions

Intentions

Actions to Support Critical Moments



SCENARIO: Unfamiliar Language

You just met a young person that will be in your program. During intake, they tell you they identify as demisexual. You are not familiar with this term and you don't want to say the wrong thing. What do you do next?

A. Let them know that only straight kids can be in your program

B. Tell them that you will need to share their answer with their parent/guardian

C. Ignore their answer and continue with the interview

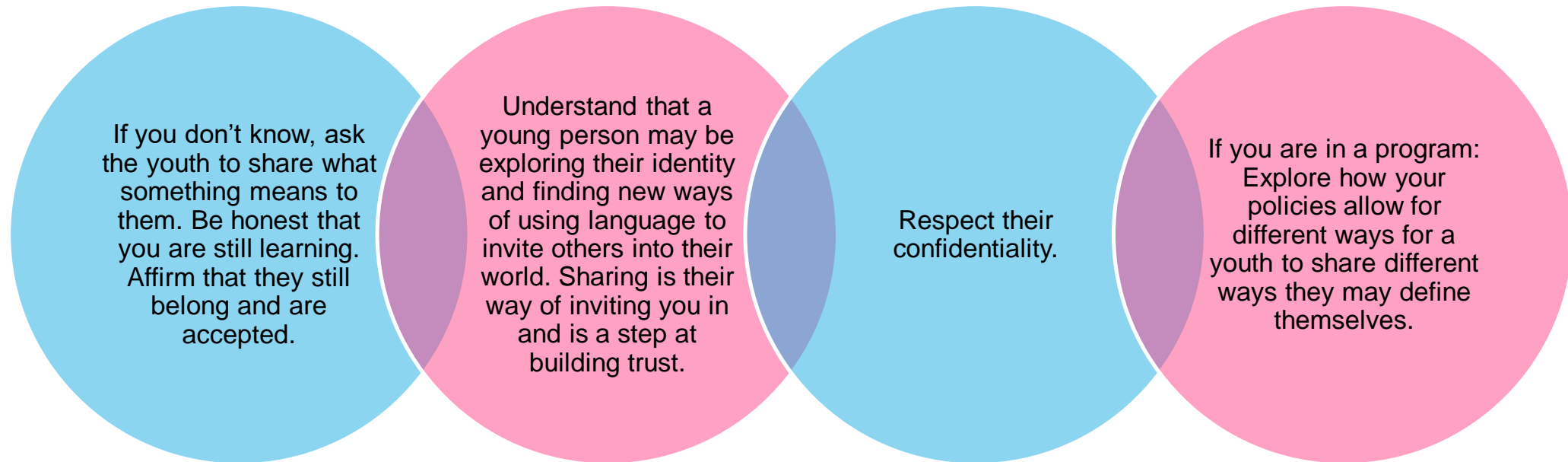
D. Ask the young person what being demisexual means to them. Thank them for sharing.



A note on
language

Use Youth-Centered Approaches

Tips



SCENARIO: Coming Out

You have been mentoring a young person at your school for the last six months. You have often wondered if this child is bisexual but you are not sure what to say if this young person comes out.

In your session today, you and your mentee are laughing and really enjoying each other's company. Your mentee stops the session and tells you they want to share something with you. Your mentee begins with "I wanted to let you know something..."

A. Tell the youth being bisexual is unnatural and they should consider getting conversion therapy

B. Fold your arms and stay silent. Let them know that what they do is none of your business

C. Share that you have friends who are gay and that you don't judge them

D. Thank the young person for sharing. Let them know how much their courage and openness means to you and that are so glad they are in your life.

WHAT TO SAY TO A YOUTH THAT JUST CAME OUT TO YOU

I am so honored that you trusted me with this part of yourself.”

“I am here for you.”

“This is new to me. I am still learning and will do my best. Above everything I care about you.”

“I support you.”

“THANK YOU FOR SHARING WITH ME.”

“When you are ready, let’s talk more.”

“Who else have you told.”

“I want to respect you and will keep this information confidential until you tell me it is OK to share.”

SCENARIO: Transitioning

One of your Mentors shares that his Mentee (who was assigned male at birth) came out as trans and him to start using feminine pronouns and her new affirmed name. Your mentor came to you to see whether he should still be matched with her.

A. Tell them that their mentee was born a boy and that they do not get to choose to be a girl. Terminate the match and let the mentee's guardian know they are not welcome in the program.

B. Let the mentor know that you have strict rules about matching by gender in the program and this is not something you have dealt with before and are unsure of what to do next

C. Let the mentor know that your program welcomes and affirms young people from all backgrounds and that you will follow up with the mentee about what they want from the program.

D. Tell the mentor that you accept all young people in your program. However, you are worried what people might say if you let this match continue

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WHY IS IT IMPORTANT TO AFFIRM?

- **Delaying transition:** May prolong gender dysphoria.

- **Reparative therapy** (like conversion therapy) may cause lasting damage to a child (the power of shame)

Affirming children with mild gender dysphoria: linked to happier and healthier outcomes, even if they do not grow up to identify as transgender.

SUPPORTING YOUTH WHO ARE TRANSITIONING

Look for: Insistent,
Consistent, and
Persistent cues from
child. They often thrive
when they are able to
live authentically.

Support and affirm
social transitions:
clothing, hairstyle, and
name that affirms
gender, asking others
to use their personal
pronouns, using
facilities that
correspond to their
gender identity.

(Medical and Legal
Transitions may or may
not be happening at
this age)

(Source: Supporting
and Caring for
Transgender Children,
HRC)

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SCENARIO: Parent Support

You are doing intake with a guardian about match preferences. The parent requests a straight black mentor to work with their gay child. They want their child to have a positive male role model that doesn't encourage this "girly" stuff.

A. Tell the parent you do not accept gay mentors in your program so they have nothing to worry about.

B. Let them know that you don't ask questions or match based on sexual orientation because it has nothing to do with your program.

c. Let the parent know that you are there to support their child and that you make matches with the best possible mentor.

D. Share more about your program's screening and suitability criteria and that you value volunteers from all walks of life, including LGBTQ+ volunteers. Remind them that this is an inclusive space for all.

PARENT SUPPORT

Meet the parent and family where they are and view each family as an ally

Give families respectful language to talk about sexual orientation and gender identity

Let parent and caregiver tell their story

Educate parents and families about how rejecting behaviors affect their LGBTQ child

Educate parents and families about how accepting behaviors affect their LGBTQ child

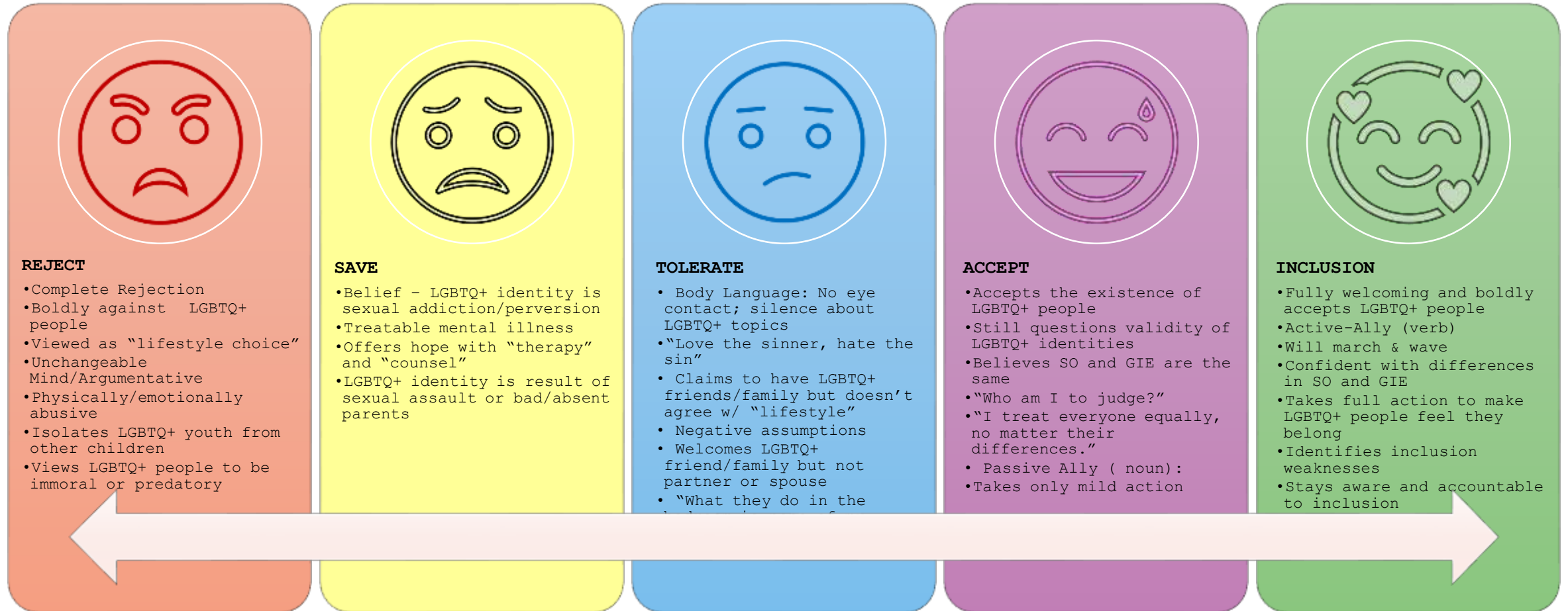
Families that don't accept their child's sexual orientation or gender identity can still play a role in decreasing rejecting behaviors to protect them from harm



Family Acceptance Project

A little change makes a big difference in increasing support for LGBTQ youth

Spectrum of LGBTQ+ Inclusion



TIPS & RESOURCES

Language & Coming Out Responses

[HRC - Coming Out Resources](#)

[Safe Zone Project - Coming Out One-Sheet](#)

[Safe Zone – Core Vocabulary/Do's & Don'ts One Sheet](#)

[APA: Bias-Free Language \(Gender\)](#)

[APA: Bias-Free Language \(Sexual Orientation\)](#)

Continued Allyship

[HRC - Guide to Being an LGBTQ+ Ally](#)

[PFLAG - Guide to Being a Straight Ally](#)

[PFLAG - Guide to Being a Trans Ally](#)

[Trevor Project –Being a Trans/Nonbinary Ally for Youth](#)

Community-Specific Data/Resources

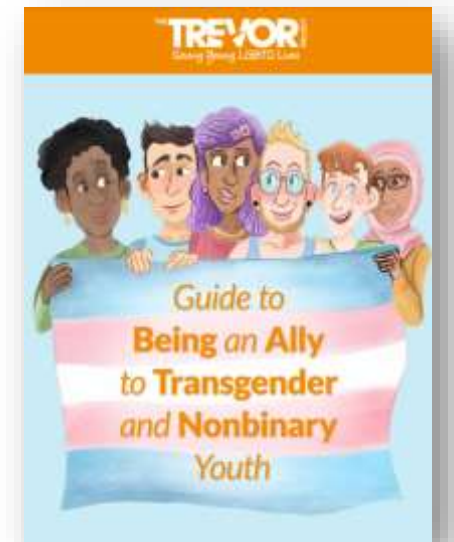
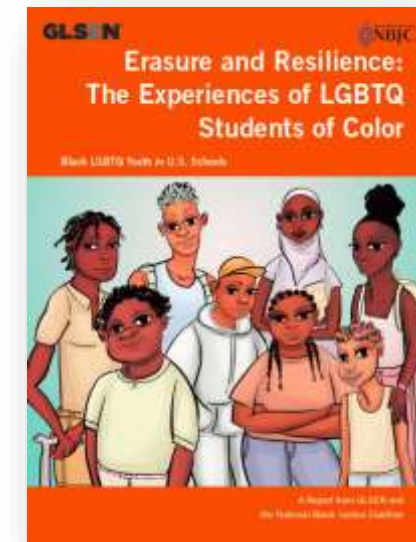
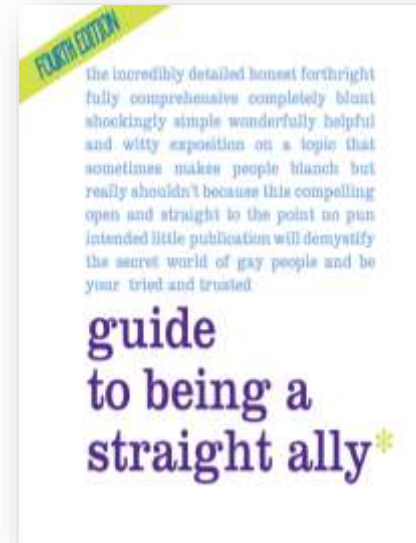
[HRC Youth Reports - Black, Latinx, AAPI, Bi+, Trans](#)

[Trevor - Black Youth Mental Health Guide](#)

[GLSEN - LGBTQ+ Youth of Color in Schools](#)

[Trevor Project - How to Support Multisexual Youth](#)

[Trevor Project 2022 Youth Survey](#)



Ally as a Verb: Starting Points



Intentions



Hello

WELCOME TO ALLY: VERB

In today's world, Ally is a verb not a noun. It is a series of ongoing actions we take to show up, show care, advocate, and be there for an LGBTQ+ youth.

This free training includes modules on research, anti-LGBT laws, and steps you can take as a caring adult to support **Assets of PRIDE** in LGBTQ+ youth.

[FIND OUT MORE](#)



Ally: Verb

- What do Strengths-Based Relationships for LGBTQ+ Youth Look Like?
- Given what we know about the lived experiences of LGBTQ+ young people, what are areas that may be important for young people to access support around?



Assets of PRIDE

Possibilities

- New ways of seeing themselves and their future (LG)

Resilience

- Bounce back from Adversity
- Gain a **Queer Growth Mindset** ("How it Gets Better")

Identity

- Build Awareness of Identity Development (and critical moments)
- Affirm Identity (Attune to changes and provide changing support)

Development

- Developmental Relationships

Engagement

- Strengthen connections to peers, family members/caregivers, and caring adults/mentors

How can caring adults work
with LGBTQ+ youth to
explore their possibilities?

1. Be a Possibility Model

- Live authentically as an LGBTQ+ person
- Show vulnerability about your experiences
- Translate your experiences to the next generation
- Be an advocate to break down barriers of stigma
- Learn more about the interests, experiences, and strengths of young people in your life
- Help young people expand their networks
- Share resources





Possibility
Model Activity
Ideas: Dear
Future Me



2. Goal Setting

- Why is goal setting important for LGBTQ+ youth?
- How might goal setting look for LGBTQ+ young people (and are there any specific types of goal setting conversations that may be more useful for LGBTQ+ young people?)

Goal Setting Conversation Starters

Social goals

- What do you want your future relationships to look like when you are (e.g., an actor, tik tok star)?
- What qualities do you want in your future friendships or in a romantic partner?
- How do you want to spend your free time when you are (not at work, not in your career)?

Emotional Goals

- How do you want to feel about yourself when you are 20,30,40,50?
- When someone hurts you in the future, what do you want to say to them to let them know?
- What emotion do you most want to feel in the future (and why?)

Problem Solving Goals

- How have you seen LGBTQ+ people in your life handle a difficult experience?
- What would you do if someone lets you down (when you are a dancer, actor, college student)?
- What are three things you would tell someone that is about to go to your school about how to get through?

Identity goals

- What strengths do LGBTQ+ people, like you, possess?
- How do you see your identity contributing to a better world?
- What do you look for in a chosen family?

3. Be an "LG" for LGBTQ+ Youth

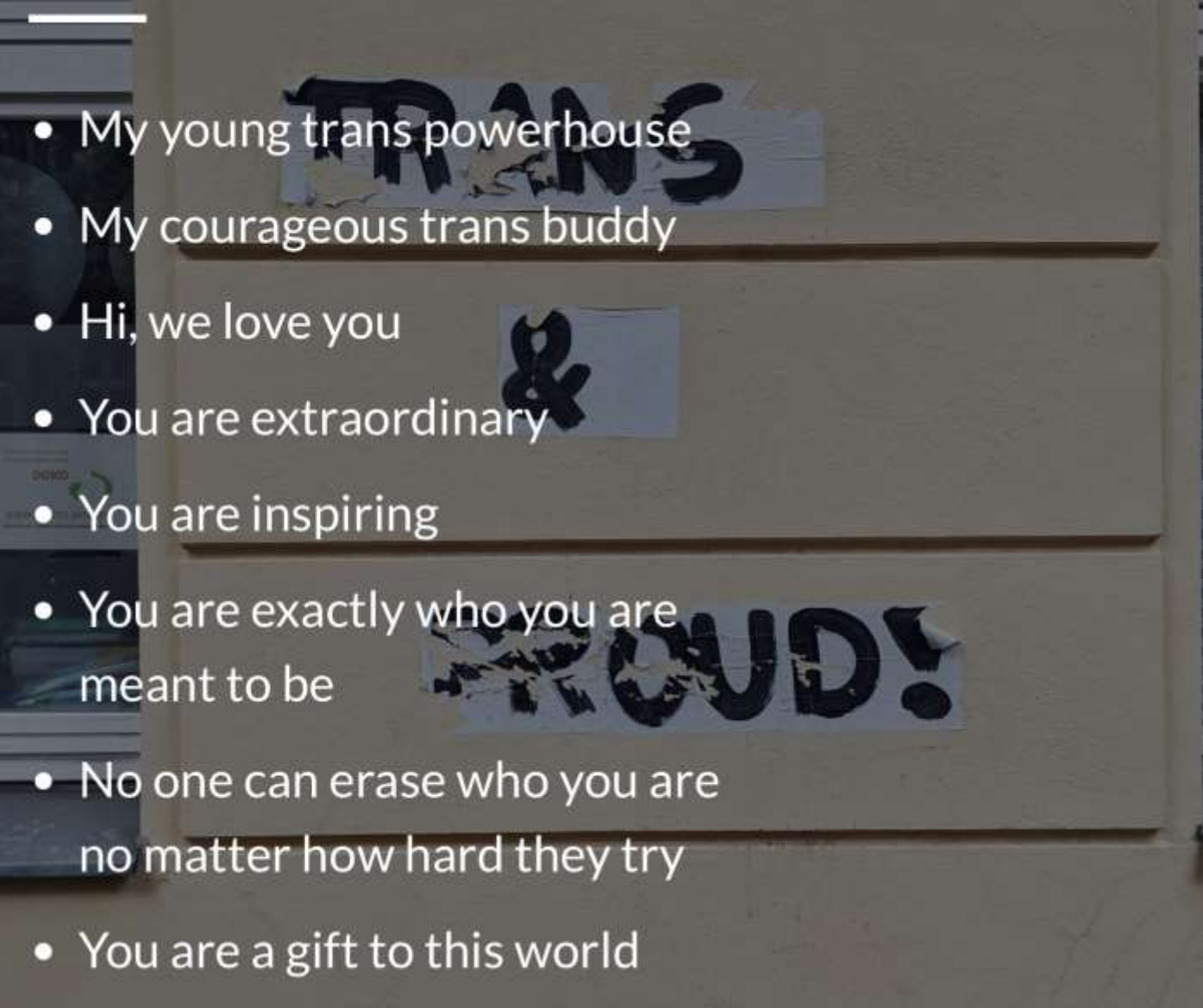
Looking Glass Self

- The definition of looking-glass self states that a person's thoughts and feelings about themselves are formed based on the responses of others and their perception of how they appear to others.



Dear Trans Kids,
You are a Gift to
this World





- My young trans powerhouse

- My courageous trans buddy

- Hi, we love you

- You are extraordinary

- You are inspiring

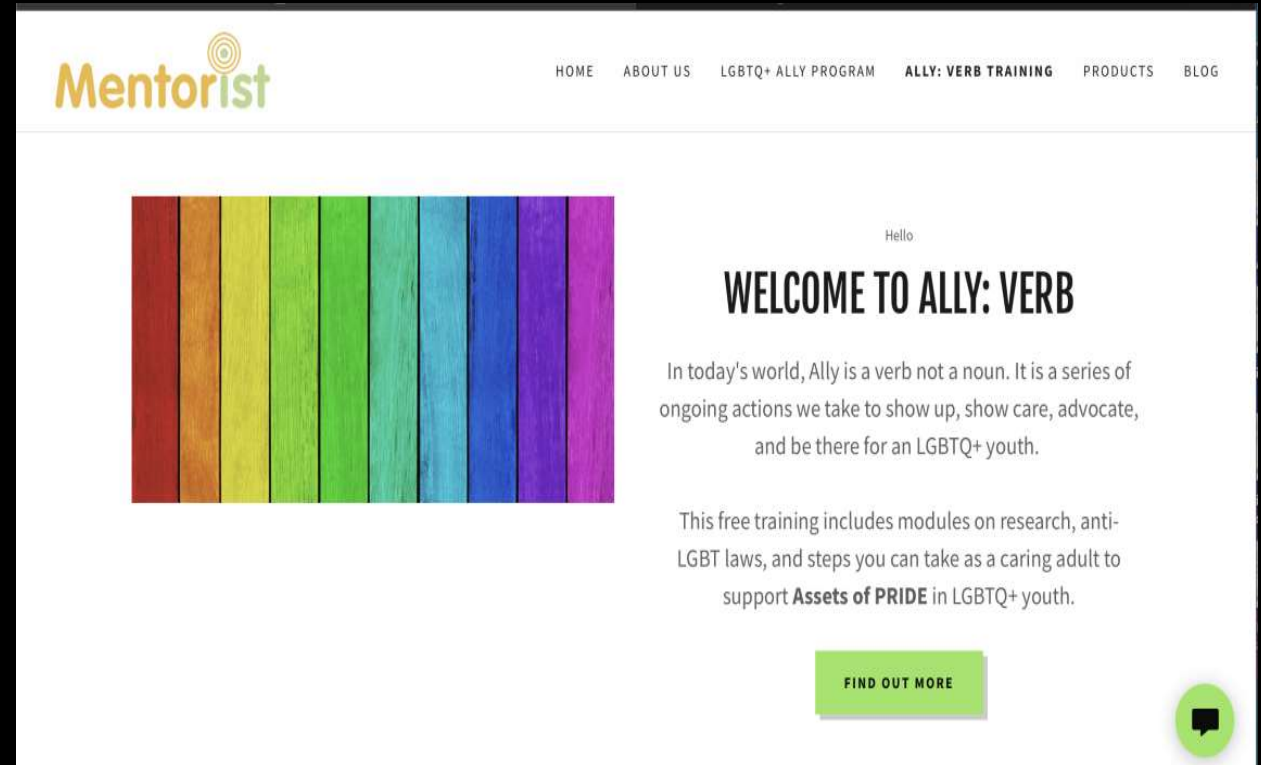
- You are exactly who you are
meant to be

- No one can erase who you are
no matter how hard they try

- You are a gift to this world

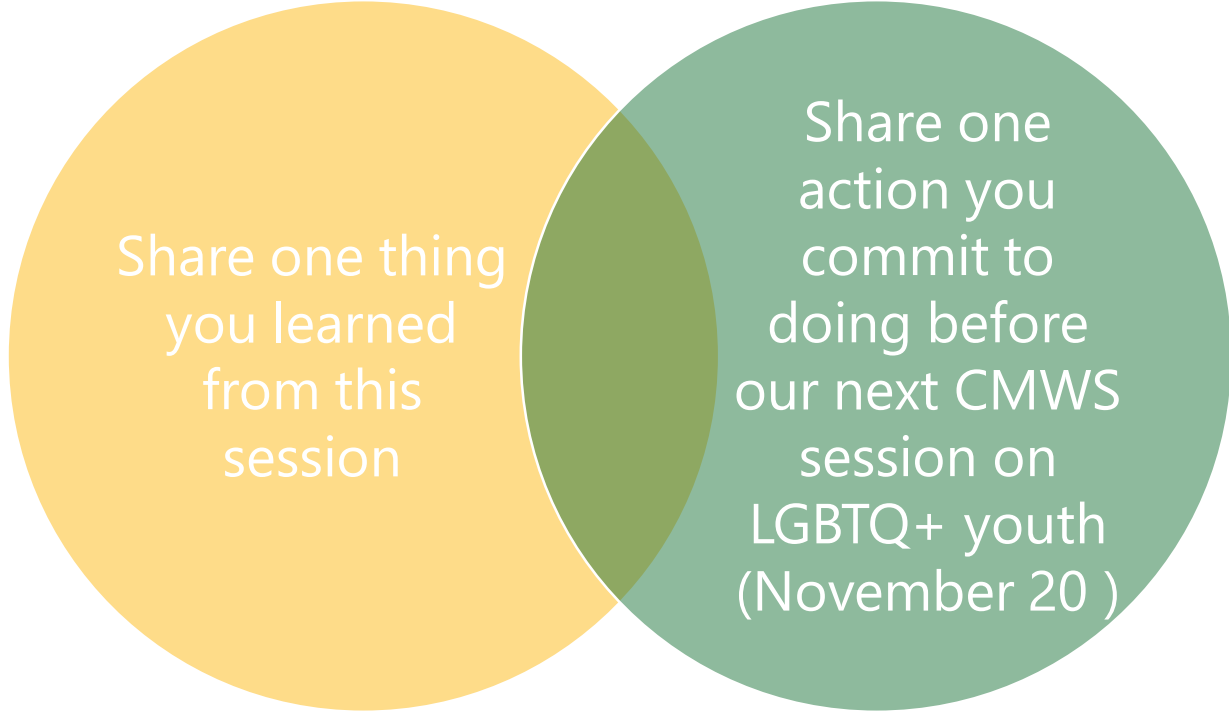
Resources

- Mentorist.org
- Free Learning Modules
- Free Technical Assistance
- LGBTQ+ Ally Cohorts
 - Initial Training/Cohort Support
 - Assessment of Services
 - Form Ally Committee in your organization
 - Action Planning Tools
 - Coaching to update policies and practices and build partnerships
 - Become Certified Ally:Verb Organization
- Christian@Mentorist.org



The screenshot shows the Mentorist website's 'Ally: Verb' training page. The header includes the Mentorist logo and navigation links: HOME, ABOUT US, LGBTQ+ ALLY PROGRAM, **ALLY: VERB TRAINING**, PRODUCTS, and BLOG. The main content area features a rainbow-colored wooden plank graphic on the left. To the right, the text reads: 'Hello', 'WELCOME TO ALLY: VERB', 'In today's world, Ally is a verb not a noun. It is a series of ongoing actions we take to show up, show care, advocate, and be there for an LGBTQ+ youth.', and 'This free training includes modules on research, anti-LGBT laws, and steps you can take as a caring adult to support **Assets of PRIDE** in LGBTQ+ youth.' A green button labeled 'FIND OUT MORE' is positioned below the text. A small green chat icon is visible in the bottom right corner.

Reflection



Share one thing
you learned
from this
session

Share one
action you
commit to
doing before
our next CMWS
session on
LGBTQ+ youth
(November 20)

Questions and Answers



Additional Resources

Contact Us

Email us with any feedback or questions at collaborativewebinarseries@mentoring.org!

Affiliates

MENTOR Affiliates can support with training, resources, public awareness and advocacy. [Find your local affiliate here.](#)

Mentoring Connector

Recruit mentors by submitting your program to the [Mentoring Connector](#).

National Mentoring Resource Center

Check out the [OJJDP National Mentoring Resource Center](#) to access evidence-based mentoring resources and to apply for no-cost training and technical assistance



Remember!

- Please take **3-4 minutes to complete the anonymous survey** to let us know how we did!
- Within a week, you will receive an email with information on how to download the **slides, recording, and resources** on the CMWS webpage on MENTOR's website.





Join Us Next Month!

Organizational Actions (Creating
Inclusive and Affirming Programs)

November 20th, 2024

1PM - 2:30PM EST